

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED001806		2. ORIGINATOR CONTROL NO(S). NA		3. IDENTIFICATION NO. 535		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Meehan, Mary and Richard A. Schusler						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: The Use of Small Groups in the Classroom--A Supplementary Report of the Kansas City, Missouri, School Behavior Project						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: NA						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): NA				8. PLACE OF ORIGIN School Behavior Project ORG. Kansas City, Missouri ST. CITY, STATE TELE. EXT. INST/LOC CODE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE National Institute of Mental Health Washington, D.C.						OTHER ERIC REFERENCES:	
10. VOL. NA	11. PAGES NA	12. MO./YR. Aug 63	13. TOTAL PP. 62			ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENCEAVOR report			
16. INDEXING TERMS (6-12)							
small groups		student interaction					
teaching techniques		students, disruptive					
student leadership		social adjustments					
17. ABSTRACT (MAX. 250 WORDS)							
Classes were divided experimentally into five or six small groups. Each group worked together for a period of one month. Each of the eight participating teachers selected one to six pupils in his class who were either disruptive or withdrawn. These children were called the target pupils. Three times every month the teacher recorded the interaction and planned for improvement. Four types of groups were found: the leader-directed group; the balanced-interaction group; the group which interacted only minimally; and the group dominated by a member other than the designated leader. About half of the school day was spent in small groups. All pupils, including target pupils, responded well to the program. Teachers, though bothered by the noise level, responded well to teaching in small groups. The balanced type of small group predominated. Target pupils developed better social adjustment and leadership capacity. On the whole, the training of the teacher as a director of small groups and the use of sociometrically-formed small groups in the classroom produced enough positive over-all educational results to encourage the continued use of this training approach.							
ERIC No. 18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
				22. TOTAL COST OF PROJECT		PROJECT NO.	
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

000584

ED001806

Please Return To:

CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION
CAMBRIDGE, MASSACHUSETTS 02138

THE USE OF SMALL GROUPS IN THE CLASSROOM

**Kansas City, Missouri,
School Behavior Project**

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON
OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT
NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

September, 1964

THE USE OF SMALL GROUPS IN THE CLASSROOM

**A Supplementary Report of the
Kansas City, Missouri, School Behavior Project**

**Mary Meehan
Richard A. Schusler**

**CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION
CAMBRIDGE, MASSACHUSETTS 02138**

September, 1964

**The project reported herein was performed pursuant to Mental
Health Project Grant #535, National Institute of Mental Health.**

INTRODUCTION

The Youth Development Project has focused on the teacher as a group worker rather than an individual case worker.¹ The classroom was viewed as a group rather than a collection of individuals. The training for the teachers stressed a re-structuring of the traditional classroom arrangement to promote social participation and satisfactory interpersonal relationships along school-approved lines. It was from efforts to help teachers become more effective group workers that the following special effort concerned with the use of small groups in the classroom developed.

In the spring of 1963, some experimental teachers in the Project had interpreted and applied certain learnings from sociometry and group dynamics to their classroom organizations and evolved a special type of small group. These small groups were quite different from the usual reading group or bulletin board committee or playground team. The latter groups are usually based on academic requirements, a temporary project in the room, or the requirements of a particular game. The small groups in the experimental classrooms had been formed through sociometric choice supplemented by teacher judgment. Each child was seated with five or six other students, at least one of whom was a person he had named as his choice for a working companion. The groups remained in operation during about half of the school day. They became the home base for each member from which he might move out on occasion to other activities, but to which he returned and where he worked during the major part of any school week.²

Through the observations of these procedures in the classroom two members of the Project staff became interested in testing these procedures further with the second experimental group of teachers.

¹A Teacher Training Program in Classroom Mental Health, Greater Kansas City Mental Health Foundation, September, 1964. (Multilithed.)

²Whenever the words "small group(s)" are used in this report, they refer exclusively to the type of small group organization based on sociometric choice and teacher judgment.

This training emphasis began during the Summer Institute of 1963 and continued during much of the 1963-1964 school year. Data were collected from September, 1963, through April, 1964, by the research team and by some of the teachers as co-researchers.

The teachers in the workshop (August, 1963) received a manual¹ concerning the use of small groups in the classroom. The manual contained materials and observations from the classes of teachers in the first experimental group. In this manual and in the presentations during the workshop, emphasis was placed on the recording and analysis of classroom interactions by the teacher for use with the pupils in evaluating their group work.

The teachers were asked to organize their classes into five or six small groups in which every pupil was seated with at least one person of his choice. The group membership was to remain constant for about one month, except where unusual circumstances might necessitate some adjustment. Each month of operation was called a cycle.

For the first three weeks of each monthly cycle, the teacher recorded the interaction among the members of each group for five minutes each week, or a total of fifteen minutes of interaction recording for each group during the month. (See Chapter III for a description of methods.) During the fourth week of the cycle, the teacher used the interaction data as a framework for discussion and evaluation of group process with each small group.² The pupils in each group would try to determine, both individually and as a group, the strengths and weaknesses in their interaction patterns and some plans for improvement during the next cycle. Usually group leaders would then be elected or selected for the new cycle, and adjustments in group membership would be made.

The teacher's initial experience with the use of small groups in the classroom was a demanding one, even without her participation as

¹Mary Meehan and Richard A. Schusler, Small Groups in the Classroom, Youth Development Project, August, 1963. (Dittoed.)

²See Appendix E for the interaction forms used by the teacher.

a co-researcher. The small group organization modified the teacher's use of authority and responsibility. The control of the kind and the direction of interaction now resided partly in the members of the small groups. The amount of teacher-directed interaction decreased; the amount of pupil-to-pupil interaction rose sharply.

All twenty-five teachers in the second experimental group used small groups in their classrooms at some time during the school year. About half of the group also found it possible to participate in the procedure of recording and interpreting the interaction records in their classes.

CONTENTS

	Page
INTRODUCTION.....	iii
CHAPTER	
I. DESIGN OF THE STUDY.....	1
II. THE TYPICAL PATTERN OF SMALL GROUP ORGANIZATION.....	3
III. THE SMALL GROUPS IN EIGHT CLASSROOMS.....	5
Types of groups.....	5
Classroom observations of small groups in operation.....	10
Teachers' opinions of small group work.....	11
IV. THE OPINIONS OF THE PUPILS ABOUT THEIR SMALL GROUP EXPERIENCES.....	13
Rules or standards for working in small groups.....	13
Some advantages and difficulties of working in small groups as viewed by the pupils in November and April.....	15
Summary.....	19
V. THE LEADERS OF SMALL GROUPS.....	21
VI. THE TARGET PUPILS.....	23
A comparison of target and non-target pupils on some aspects of small group work.....	23
Summary.....	27
VII. SUMMARY AND CONCLUSIONS.....	29
APPENDICES.....	31

LIST OF TABLES

TABLE	Page
I. THE EIGHT CLASSES IN THE SMALL GROUP STUDY.....	1
II. INTERACTION DIRECTED BY THE LEADER.....	6
III. INTERACTION BALANCED BETWEEN MEMBERS.....	7
IV. INTERACTION SENT PREDOMINANTLY TO THE GROUP.....	8
V. INTERACTION DOMINATED BY A GROUP MEMBER.....	9
VI. STANDARDS FOR WORKING IN SMALL GROUPS AS REPORTED BY PUPILS.....	14
VII. SMALL GROUP WORK AS VIEWED BY THE PUPILS IN NOVEMBER AND APRIL.....	16
VIII. WAYS OF RESOLVING CONFLICT IN SMALL GROUPS AS DESCRIBED BY THE PUPILS IN APRIL.....	18
IX. NUMBER OF TARGET AND NON-TARGET PUPILS CHOSEN IN RESPONSE TO THE QUESTION: "WHO IS YOUR CLOSEST FRIEND IN YOUR SMALL GROUP?".....	25
X. A COMPARISON OF THE NUMBER OF INTERACTIONS-SENT AND INTERACTIONS-RECEIVED BY THE TARGET AND NON-TARGET PUPILS.....	26

CHAPTER I

DESIGN OF THE STUDY

There were eight teachers whose records were sufficiently complete for the entire year to provide usable data. Consequently, these teachers and the 194 pupils in their classes became the participants in this study.¹

These teachers identified from one to six pupils in each class² as disruptive or withdrawn in their usual classroom behavior. These pupils formed a sub-group of 26 children who were called the target pupils (Table I).

TABLE I
THE EIGHT CLASSES IN THE SMALL GROUP STUDY

Class	Number in Class*			Target Pupils**		
	B	G	Total	D	W	Total
A	10	15	25	3	2	5
B	9	17	26	4	2	6
C	9	13	22	2	2	4
D	13	11	24	3	0	3
E	14	11	25	0	0	0
F	19	6	25	2	2	4
G	11	13	24	0	1	1
H	18	5	23	1	2	3
8 Classes	103	91	194	15	11	26

*Pupils who were present during the data collection periods in both November, 1963, and April, 1964.

**Disruptive and withdrawn students as identified by their teachers and present for both data collection periods.

¹The number of pupils included in each section of the study was not identical because of special circumstances which will be noted where appropriate.

²One teacher did not identify any pupils in the target group. References to the target pupils in this study were based on data from seven classes.

During the year, the responses of the teachers and pupils to the use of small groups were explored through questionnaires. The Teacher Questionnaire I was administered in November after about three months of experience with this type of classroom organization; Teacher Questionnaire II was administered in April after eight months of small group work.¹ Pupil Questionnaires were also administered in November and April.²

Beginning in late September, 1963, and continuing into May, 1964, the teachers recorded five minutes of interaction weekly for each small group.³ Appropriate summaries were made by the teachers of these interaction data for use with the pupils. After the completion of each interaction cycle, the teachers sent this material to the research team. The interaction forms gave a record of the frequency of interaction for each child and each small group during most of one school year. In addition, these forms were a record of the direction of each pupil's interactions to other members of the group (or to the group itself) as well as the interactions directed to him.

Occasionally classroom observations were made by the research team. One member of the team observed the teacher as a director of small groups while the other member directed his attention to the interaction of selected small groups. The behavior of the teacher, the content of her remarks to the pupils, and the content of pupils' remarks to the teacher and to the members of their groups were noted. As far as possible, verbatim statements of the teachers and pupils were recorded.

This descriptive study of the use of small groups in the classroom will trace the development and the operation of these small groups as well as the feelings and opinions of teachers and pupils about some aspects of small group work. The target pupils and group leaders will receive special attention. In general, this study attempts to present a description of the use of small groups in eight classes during one school year as seen by the teachers, the pupils, and the research team.

¹See Appendix A and Appendix B.

²See Appendix C and Appendix D.

³See Appendix E.

CHAPTER II

THE TYPICAL PATTERN OF SMALL GROUP ORGANIZATION

From the teachers' answers to the two questionnaires, a developmental history of small group work may be traced. The typical pattern was all-boy or all-girl groups. In most classes, the groups were reorganized every month or every other month either because the teachers desired a wider social participation for each child or because they realized that some pupils desired a change.

The amount of time the pupils were seated and worked in small groups was important since the development of interpersonal skills was assumed to be closely related to the experience of interaction in small groups. The pupils worked in small groups (interaction freely allowed) during slightly less than one-half of the school day of six hours. This time allotment to small groups must be given careful consideration when the responses from pupils, changes in the target children, and interaction patterns are presented later in the study.

Small groups were tried in nine curriculum areas. Social studies, arithmetic, spelling, and English were the four subjects in which small groups were most frequently used.

Teachers adopted one general method for small groups work which they followed without much change during the year. An explanation or discussion usually would be used to introduce the lesson; during which period, the children would be seated in small groups, with the teacher directing the class from the front of the room and most interaction going from teacher to pupil. When this period of about ten or fifteen minutes was finished, the pupils worked in small groups while the teacher moved from group to group serving as a consultant.

Usually the teacher made only a token stop at the groups which were going well; sometimes these brief stops would be the occasion for praise of the group's activities. The teachers spent more time with groups not going well. Often they would sit for some time with such groups. Frequently, the teacher participated in discussions with these

groups about some aspect of group interaction. One member might be removed from the group temporarily when his behavior was so disruptive as to prevent progress on the academic task.

In general, the teachers' work with the leaders of these small groups was limited. None of the teachers held regular meetings with the leaders separately. Some teachers reported meetings with a few of the leaders or separate meetings during which the leaders were instructed in how to present materials in their groups. On the whole, leaders seldom met with the teacher to discuss group process and the leadership role. This is probably an area in which the training emphasis was insufficient. It may also be that special work with leaders might be more profitably used by teachers during a second year experience with this kind of classroom organization.

For about three hours of most school days, the pupils interacted with considerable freedom in each group and were usually concerned with a task in one or more of the major curriculum areas. Though teachers remained concerned about the noise level, both their responses and those of the pupils were strongly favorable.

CHAPTER III

THE SMALL GROUPS IN EIGHT CLASSROOMS

The teachers in the study were asked by the research team to be co-researchers for two reasons: (a) by objectively collecting data the teacher could study the interaction patterns of her classroom groups; and (b) she could contribute these data to the study for the study of change taking place during the year in interaction patterns within the small groups.

Gathering the small group observation data involved the sequential use of four forms.¹ These were: (a) the basic interaction form on which the teacher charted the direction of the discussion (who talked to whom); (b) the weekly interaction summary form, a matrix for summarizing interactions sent and received by members and the group; (c) the three-week summary form, showing a total of interactions sent by all members by groups over a three-week period; and (d) the sociogram, a graphic mapping of interactions.

Eight of the teachers submitted five or more cycles of interaction data during the school year, using the forms in the sequence described above. The description of the types of small groups which follows was based on these data.

Types of groups. An examination of the interaction cycles revealed four major types of groups in terms of the distribution of interaction within the group. These were: (a) interaction directed by the leader; (b) interaction balanced between members; (c) interaction sent predominantly to the group; and (d) interaction dominated by a group member.

Whenever the interactions sent and received by the leader were twice that of any other group member, and whenever the interaction matrix indicated that little or no interaction took place between members as individuals, the group was judged to be leader directed. This type of group is illustrated in Table II.

¹See Appendix E.

TABLE II
INTERACTION DIRECTED BY THE LEADER

Interaction Matrix									Interaction Sociogram*								
	Abbie	Barb	Carol	Dolly	Effie	Fern	Group	Total Sent									
Abbie (Leader)	X	1	1	1	0	0	6	9									
Barb	1	X	0	0	0	0	1	2									
Carol	1	0	X	0	0	0	0	1									
Dolly	1	0	0	X	0	0	0	1									
Effie	2	0	0	0	X	0	1	3									
Fern		Absent				X											
Total Rec'd	5	1	1	1	0	0	8	16									

*In this Interaction Sociogram and those which follow in Table III, Table IV, and Table V, the larger circle refers to the group as a whole.

Most interactions were sent to the leader. The matrix showed no interaction between any of the other group members. In this case the leader was acting as the "little teacher." Questions were posed by the leader to each member, and the leader in turn passed judgment on the answer. At another time, the leader asked each member to read a part of the lesson. Individual group members assumed the role of followers who answered questions. Spontaneity was at a minimum.

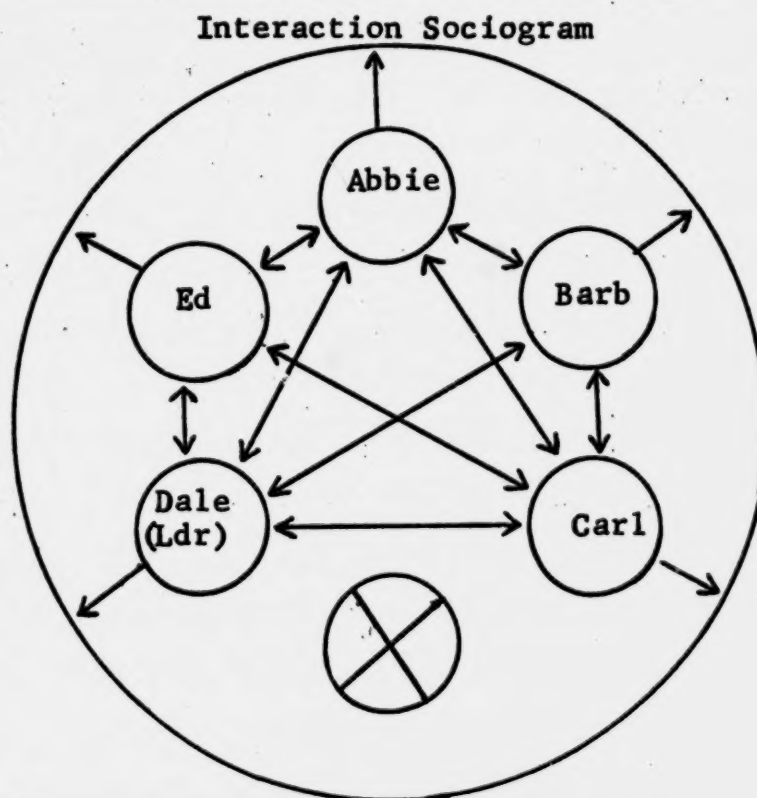
Most of the leader-dominated groups occurred at the first of the year and moderated to more balanced interaction as the year progressed, with less leader control. At times, another member of the group interacted highly as if to challenge the leader of the group.

The most frequent type of group found in the eight classrooms was that of interaction balanced between the group members. In this group everyone directed at least one interaction to most of the other members

and to the group (Table III). The leader did not try to stifle or direct interaction, except as a means of balancing it. In a group of this type the individual was able to present ideas to members or to the group-at-large at his own discretion. The interactions of no member in this type of group exceeded any other member by more than 50 per cent.

TABLE III
INTERACTION BALANCED BETWEEN MEMBERS

Interaction Matrix							
	Abbie	Barb	Carl	Dale	Ed	Group	Total Sent
Abbie	X	3	3	2	1	1	10
Barb	3	X	1	2	0	1	7
Carl	5	1	X	3	3	2	14
Dale (Leader)	3	3	2	X	3	1	12
Ed	1	0	5	3	X	2	11
Total Rec'd	12	7	11	10	7	7	54

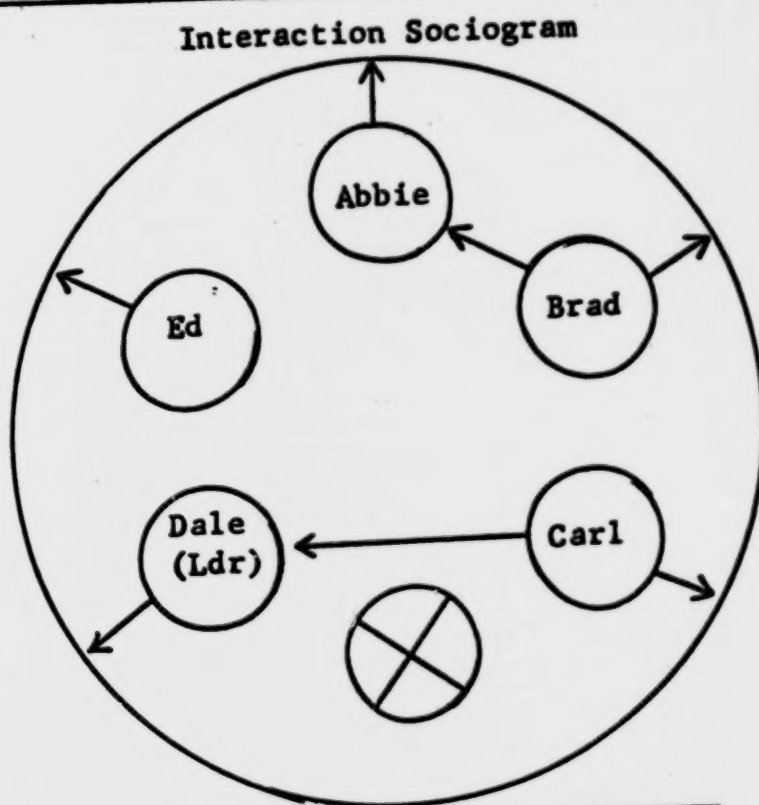


In the interaction matrix (Table III), the interaction was more evenly divided than in the group which the leader directed. The leader became more of a member and thereby changed the flow of interaction. Norms and standards were more generally group-maintained than leader-controlled. Spontaneity of expression was more prevalent, and designating a member for questioning or reading was infrequent.

The type of group in which at least 75 per cent of the interaction was sent predominantly to the group is shown in Table IV. The members usually did not address themselves to the leader or to individuals in the group but to the group as a whole.

TABLE IV
INTERACTION SENT PREDOMINANTLY TO THE GROUP

Interaction Matrix							
	Abbie	Brad	Carl	Dale	Ed	Group	Total Sent
Abbie	X	0	0	0	0	4	4
Brad	1	X	0	0	0	2	3
Carl	0	0	X	1	0	2	3
Dale (Leader)	0	0	0	X	0	6	6
Ed	0	0	0	0	X	3	3
Total Rec'd	1	0	0	1	0	17	19



A member of this type of group did not have the direct personal contact that he did in the more balanced member-to-member type of group; he seldom talked to or received a direct response from an individual. This style of interaction may have come from the efforts of a teacher who emphasized (perhaps, over-emphasized) the standard of talking to the group. However, because everyone did talk more than once in the five minute period, this type of group (Table IV) was considered as having more desirable aspects than the leader-directed group.

When a member other than the leader sent and received more than twice as many interactions as any of the other members, the group was described as dominated by a group member (Table V). This fourth type of group occurred less frequently than the other three types. As far as effects on the members were concerned, direction of interaction by a group member was quite similar to the direction by a leader. This situation occurred most frequently when one who had been a designated leader

had difficulty in a succeeding group where he was expected to assume a membership role. As in the case of a leader-directed group, the subsequent meeting or meetings of the fourth type of group tended to moderate toward a more balanced interaction pattern.

The interaction matrix (Table V) showed that Dolly, who was not designated as the leader, had assumed the leadership role. Abbie, the designated leader, sent 10 interactions and received 7, while Dolly sent 25 and received 13. All members talked to Dolly and she talked to all. Abbie talked to only two people and only these people responded to her. The group members interacted 61 times during the next meeting with movement toward a more even distribution of interaction.

TABLE V
INTERACTION DOMINATED BY A GROUP MEMBER

Interaction Matrix									Interaction Sociogram								
	Abbie	Barb	Carol	Dolly	Effie	Fern	Group	Total Sent									
Abbie (Leader)	X	0	0	5	2	0	3	10									
Barb	1	X	0	7	0	0	1	9									
Carol	0	0	X	1	0	2	3	6									
Dolly	6	6	4	X	2	2	5	25									
Effie	0	0	0	0	X	0	1	1									
Fern	0	0	2	0	0	X	3	5									
Total Rec'd	7	6	6	13	4	4	16	56									

In summary, four major types of groups were represented in these eight classes. Through use of the interaction forms, the teacher was able to identify these types of groups. She thus had objective data to feed back periodically to the pupils as a means of helping them move toward or

maintain a pattern of interaction which was balanced between group members. As the teacher continued to record data from one interaction cycle to the next, she also could see some of the results of her efforts in effecting change in interaction patterns of the groups.

Classroom observations of small groups in operation. The teachers were observed for a total of 14.7 hours during the year or approximately an hour and a half per classroom. The typical lesson pattern used by the teachers was an introductory explanation for the total class, followed by group work, and concluded with a class discussion.

During the introductory explanation, the teacher often gave a short lecture or directed a question-answer session for the total class; the average time spent by the teacher on this part of the lesson was 11 minutes. When the pupils started to work in their small groups, the teacher moved from group to group as needed; the average time used for this part of the lesson was 33 minutes. Frequently, the class discussion, which concluded the lesson, was directed by the teacher with a procedure similar to that used during the introductory explanation. At other times, the leaders of each group would present a summary of their activities to the class. Six minutes was the average time given to the conclusion of the lesson.

The typical lesson pattern used by the teachers in directing small group work permitted the pupils to discuss freely in their small groups for 66 per cent of the 50-minute period; during 34 per cent of the period, the interaction in the class was usually controlled by the teacher. All teachers to some extent gave directions to the class as to how to conduct the small group work. Illustrative of such statements were the following: "As soon as you have read it silently, talk it over in your small group"; "Please talk so that everyone in your group can hear you"; and "Now, the leader has to be sure and tell the topic at the beginning of the discussion."

During the time when the pupils were working in their small groups, the teacher visited each group at least once. Sometimes the teacher would sit with a group, listen to the discussion, and, at times, enter in with her own ideas. As the teacher shifted to the

role of a resource person or consultant for each group, she seemed more informal, friendly, and permissive than when she was directing the entire class. Often the teacher would not sit with any group, but moved from group to group stopping only long enough to check an example or answer a question.

Forty-two different small groups were observed in eight classes during the year; the total observation time was 5 hours.

One concern of the teachers in using small group organization was the possible misuse by pupils of their increased freedom of discussion. Would the pupils stay on the topic appropriate for a particular lesson? Of the 42 groups observed, 40 stayed on the topic. Usually, the discussion approximated the "How-are-we-going-to-do-this?" level.

During observations made early in the school year, pupils' remarks which contained personal criticisms of other group members were recorded in 10 groups. During observations made near the close of the year, no remarks involving personal criticism were noted. It may be that the behavior of the pupils who were criticized changed in a direction where it became less annoying to other group members or, perhaps, the pupils who made the criticisms learned other ways of expressing their objections. At any rate, the decrease in remarks of personal criticism may be a trend of some significance and suggests the need for additional observations of the small groups.

The observations made during the year of the teachers and the pupils as they worked within the small group type of classroom organization indicated that relatively stable operational patterns developed early in the year and remained fairly constant during the year. The teacher usually directed the opening and closing sections of a lesson; the pupils worked in their small groups with their interaction focused on the topic of the lesson for over three fifths of the period. While some variations occurred in the way the teacher worked with the small groups, fairly close supervision was typical.

Teachers' opinions of small group work. In response to the question: "For you as a teacher, what were some of the most valuable features of small group organization (if any)?" five of the eight

teachers responded in terms of benefits to the pupils. Some teachers found that pupils felt more responsibility toward each other and toward class rules. This increased pupil responsibility was often expressed through encouragement to the shy, timid pupils, through patience and help to the disruptive, and through assistance in academic areas to other students. Other teachers liked the additional time this organization provided for observing pupils, for seeing and helping individuals, and for increased communication from the pupils.

The noise level was the most difficult feature of small group work for teachers. The discussion of six pupils simultaneously (one in each group) resulted in a noise level higher than that to which the teachers were accustomed. In addition, all pupils were in the process of learning the new and difficult skill of speaking just loud enough for comfortable listening within a small group. During the school year, the teachers' concern about the noise level seemed to decrease to some extent.

CHAPTER IV

THE OPINIONS OF THE PUPILS ABOUT THEIR SMALL GROUP EXPERIENCES

During November, 1963, and April, 1964, questionnaires¹ were administered to the pupils in these eight classes concerning their opinions and feelings about various aspects of small group work. The results from the first and second administrations of the questionnaires were not entirely comparable since Pupil Questionnaire II was a revision of Pupil Questionnaire I. The data presented will be drawn from both questionnaires where appropriate and possible.

The administration of each questionnaire was conducted by the research team. The pupils were assured that their answers were confidential and would be seen by no person in their school. The teacher was present in most classes during the administration of the questionnaires, but she was engaged in completing some sections of the Teacher Questionnaire.

Rules or standards for working in small groups. During the opening weeks of school, discussion concerning behavior norms in small groups was initiated by the teacher. The rules or standards which came from these discussions were re-emphasized and modified during the year as both the teacher and the pupils gained experience. On Questionnaire II, 169 pupils were asked to recall the standards developed in their classrooms in response to the following direction: "If your class has some rules or standards for working in small groups, list as many of these rules as you can remember."²

The pupils listed 59 different standards which probably represented their version of the formal rules. The number of different standards

¹See Appendix C for the questionnaire administered during November, 1963; see Appendix D for the questionnaire administered during April, 1964.

²The pupil sample used for this question only was 169 children in 7 classrooms. One class was eliminated from the data analysis on this question because a chart listing the standards was on display in the room. About two-thirds of this class used the first four or five items from the chart for their standards.

ranged from a total of 21 in Class C to a total of 50 in Class E. Six per cent of the pupils named no standard; in three out of seven classes, all students named one or more standards.

The pupils' standards were concentrated in the category of group behavior which emphasized maintenance (Table VI). This category included standards which supported cooperation and consideration among the members of a small group and which prohibited noisy interaction and disturbing, annoying behavior. Thirty-nine different standards were named in the group maintenance category, the ten most frequent of which are itemized in Table VI (I.A through I.J). Typical of positively stated standards of group maintenance were these: (a) Let everyone contribute; (b) Be courteous and considerate; and (c) Be a good listener. On the negative side were the following standards: (a) Don't interrupt; (b) Don't get out of hand; and (c) Don't talk very loud.

TABLE VI
STANDARDS FOR WORKING IN SMALL GROUPS AS REPORTED BY PUPILS

Categories and Standards in Each Category*	Frequency for Category	Per Cent of Total for Category
I. Group behavior - maintenance	430	75%
A. Don't talk very loud		
B. Stay in seats		
C. Let everyone contribute		
D. Don't interrupt		
E. Be courteous and considerate		
F. Don't talk or play		
G. Be a good listener		
H. Keep down noise level		
I. Don't get out of hand		
J. Use self-control		
K. Others		
II. Group behavior - task	103	18%
A. Keep on subject		
B. Work together		
C. Others		
III. General classroom standards	<u>41</u>	<u>7%</u>
TOTALS	574	100%

*Whenever possible, standards are stated in the pupils' words.

Often there were as many as six groups in a classroom with one pupil in each group talking. This amount of discussion within one classroom required from each pupil a careful and continual management of his voice (volume). The pupils' concern for a fair distribution of interaction and for the regulation of the noise level was apparent in their standards.

Other standards were focused on group task or how to work on regular school assignments in the small group. Thirteen different standards were named; the two most frequent ones are itemized in the table (II. A and B). In general, the category of group task, when compared with that of group maintenance, seemed considerably less important to the pupils. Group maintenance standards were mentioned 430 times, 75 per cent of the total for the categories; group task standards were listed 103 times, 18 per cent of the total (Table VI).

The pupils' recall of standards for small group work indicated that all classes had such standards and that many pupils remembered one or more of the rules. The preponderance of standards listed within the category of group maintenance behavior indicated that the pupils were developing considerable sensitivity to the requirements for productive interaction within their small groups.

Some advantages and difficulties of working in small groups as viewed by the pupils in November and April. The attitudes and feelings of pupils about their classroom experiences bear a relationship to both academic achievement and social-emotional development. The classroom organization of small groups was a new experience for these sixth grade students. From their viewpoints, what were some benefits of this arrangement? On the other hand, were some of the problems which came from more direct and extended interaction seen by the pupils as outweighing the advantages of small group work? The questionnaire responses of the pupils¹ offered helpful information about their views.

¹Based on Questions 21, 30, 31 and 32 from Pupil Questionnaire I, Appendix C, and Questions 3, 4, 5, 6, 7, and 16 from Pupil Questionnaire II, Appendix D.

The pupils indicated a strongly favorable attitude combined with a realistic view of the stresses of small group work. On the November questionnaire, 194 pupils gave a total of 207 responses concerning their experiences in small groups; 90 per cent of the answers were favorable (Table VII). During the opening months of the school year, the pupils liked small group work because of the help it gave them with their regular school subjects. The freedom permitted in the groups allowed a pupil to get help more easily from other members when an assignment caused difficulty. "When I am stuck on something, we work together to help me," was a pupil statement which typified the task-oriented nature of such responses.

TABLE VII
SMALL GROUP WORK AS VIEWED BY THE PUPILS IN NOVEMBER AND APRIL

Area of Response	Pupil Responses			
	November		April	
	Number	Per cent	Number	Per cent
Favorable, unspecific	23	11%	12	5%
Favorable, task orientation	122	59%	127	57%
Favorable, social orientation	42	20%	73	33%
Negative, unspecific, including uncertain and no answer	<u>20</u>	<u>10%</u>	<u>10</u>	<u>5%</u>
TOTALS	207	100%	222	100%

On the April questionnaire, 222 responses were made by the same pupils about their continued experience with small groups; the favorable responses were 95 per cent of the total. An increase occurred in the percentage of favorable responses related to the social-emotional values of small group work. The responses in this category were generally concerned with learning to get along better with others, with making more friends, with understanding and liking others better, and with gaining confidence to express opinions and to interact without fear. In November, 20 per cent of the replies were in this category; in April, 33 per cent.

This gain of 12 per cent may indicate that as children experienced small group work over time their perspective on its possibilities broadened to include assistance to them in social relationships as well as academic areas. Some responses which indicated a sensitivity to the contributions of small groups in the social-emotional area were these: ". . . to like people I didn't think I would like"; ". . . to learn to be friendly and more happy"; ". . . to get along with people better"; and ". . . to not be afraid to speak up for what I think."

The pupils were asked in April to rate the group in which they were currently working (excellent, good, average, poor, terrible). Forty-one per cent of the pupils rated their groups as "good" and 40 per cent gave their groups an "average" grade. Out of 194 responses, 157 responses were given to these two categories.

It was anticipated that learning the skills of interaction would produce periods of stress in some small groups. Such times of tension and conflict might result in a more mature group, or on the other hand the strain might be more than the pupils could tolerate, thus requiring restrictive measures. On the November and April questionnaires,¹ some questions were directed toward the problem of group conflict, the relationship with a deviate member, and the feelings of the individuals involved in these problem situations.

In the course of the school year, about 30 per cent of the pupils found no serious problems in their groups and did not want to leave them; about 59 per cent had real trouble and at some time wanted to leave the group.²

The pupils' descriptions of how they resolved conflict in their groups revealed that many difficulties were handled within the small group itself. From a total of 90 such descriptions of conflict resolution, 45 responses (50 per cent) were in the group interaction category (Table VIII). Difficulties were resolved through talking over the

¹See Questions 30, 31, and 32 on Pupil Questionnaire I, Appendix C, and Questions 4, 5, and 6, on Pupil Questionnaire II, Appendix D.

²The remainder were in the "Don't know" or "No answer" category.

problem in the group and reaching a consensus. Some difficulties resolved through group discussion came from stresses in the social-emotional areas. Illustrative of these problems and their resolution were the following: "We all talked to each other and it came out all right"; "We keep everything in mind that was said, and all got to work on the trouble." Typical of group interaction solutions which were task oriented was this remark: "We check answers together, compare, and see what happened."

TABLE VIII
WAYS OF RESOLVING CONFLICT IN SMALL GROUPS
AS DESCRIBED BY THE PUPILS IN APRIL

Category of Pupil Response (N = 90 responses)	Frequencies for each category	Per cent of total for each category
I. Group interaction	45	50%
II. Group pressure	26	29%
III. Teacher as judge	12	13%
IV. All others	<u>7</u>	<u>8%</u>
TOTALS	90	100%

A second way of working on problems within the group concerned the use of group pressure (Table VIII). The pupils' descriptions of group pressure included positive, neutral, and negative applications of this pressure. Positive group pressure included descriptions which reminded a group member that he was not meeting a group standard, but without the threat of possible punishment. Neutral group pressure included descriptions of the resolution of difficulties through voting or choosing a number by chance. Negative group pressure included descriptions which involved the use of threats, isolation, or other punitive measures. Twenty-nine per cent of the total responses were in the group pressure category. When the categories of group interaction and group pressure were combined, they totaled 79 per cent of the possible ways of resolving conflict in the small group.

The pupils' responses concerning the way their group worked with a member who was causing trouble indicated that usually an attempt was made

to find a solution within the group. The disruptive member might be told or asked to change his behavior; he might be removed from the group for a period of time or group discussion might result in a modification of his behavior. The third most frequently used approach was to ask the teacher for help (13 per cent of the total responses).

To what extent did the difficulties within small groups and the means selected for their resolution make the small group an undesirable place for some pupils? Very few pupils wanted to abandon small group work permanently. Sometimes, a pupil desired to leave a particular small group because of a certain member in the group or an unpleasant episode. Some pupils stated on both the November and April questionnaires that they wished to leave groups in which there was too much talking or playing around and in which the group always got off the subject. The second reason why pupils wanted to leave a group was related to some negative action by the group. The following pupil comments illustrate this situation: "Everyone disagreed with me"; "Everyone started to call me bad names"; and "Other people sometimes make fun of me."

When an individual behaved frequently in an aggressive manner, some members wanted to move to another group. This was the third reason why a group was found undesirable. Consequently, inappropriate interaction, negative action by the group, and aggressive behavior by an individual were circumstances which made particular small groups so unpleasant that some individuals would want to leave.

Summary. The pupils' opinions about some advantages and difficulties of working in small groups showed that pupils enjoyed and benefited from the experience while, at the same time, they recognized and tried to work through some of the difficulties. The pupils saw small groups as helping them with their regular school work and as offering assistance in the social-emotional area. The quality of group assistance was such that a strong majority wanted to continue with small groups a second year.

Trouble within the group or with one individual in the group was frequently solved by some type of action within the group; the teacher

was used as the arbiter for group difficulties with relative infrequency. Even though some group problems caused students to want to leave a particular group, such problems did not turn students away from the idea of small groups as a type of classroom organization.

In general, after one year of experience, most pupils reported a realistically favorable attitude toward small group work.

CHAPTER V

THE LEADERS OF SMALL GROUPS

During the school year, 176 pupils were leaders of a small group, 90 per cent of all the pupils. Most leaders served about three or four weeks. Slightly over 60 per cent of the leaders were chosen by the vote of the class or the group; 15 per cent were selected by the teacher.

What were some of the values and the difficulties which pupils experienced during the three or four weeks when they were leaders? Three out of four leaders reported some advantages. A feeling of personal satisfaction and/or status was mentioned most often. This viewpoint was expressed in the following comments: "I like to be a leader because it makes you feel self-confidence"; "I like to be a leader because it makes my mother and father proud of me"; and "It gives me a feeling of belonging."

A different view was evident in the responses of other leaders. These pupils liked to be leaders because, in some way, they were able to help other children or the entire group. The following was a typical response: "I like to be a leader because I like to help other people and to teach them what I know."

Pupils might be expected to have some difficulties while serving as group leaders. However, over fifty-five per cent of the leaders did not report any specific area of difficulty. Among the leaders who did respond with a definite "dislike" about their role, 21 per cent mentioned some stress in trying to control an individual group member or the group as a whole. This view was forcefully expressed by the pupil who said: "Sometimes if you tell them to be quiet, they think you are a crab."

The pupils were also requested to indicate any value which working as a group leader might have for them during the next school year. Forty per cent of the group were unable to mention any specific benefit. The 60 per cent who felt the experience would be of future value most frequently mentioned acquiring a better understanding of others and and getting along with them better.

In general, the pupils liked the leadership experience but recognized some of the problems of this role.

CHAPTER VI

THE TARGET PUPILS

The target pupils were a group of 26 pupils from seven classes identified by their teachers as disruptive or withdrawn in their behavior. It was hoped that the interaction experience with its immediate feedback from peers in the group would be seen by these pupils as beneficial and desirable to them in much the same way as it was by the more typical child. This was indeed the case. The 15 pupils in the disruptive category and the 11 in the withdrawn category reported that working in small groups had helped them the most with their regular school work. Sixty-nine per cent of the target pupils wanted to continue with small group work in the seventh grade.¹

Slightly over half of these pupils wanted to leave their group at some time during the year. Among the reasons for wanting to leave the group, that of negative action to them by the group was in first place. This response differed from the responses of non-target pupils who listed dislike of a group member, an unpleasant episode, and too much talking or playing around as their reasons for wanting to leave a group.

Most of the target students had the experience of being voted in by their class or their group as leaders. In November, over half of the target students had not been leaders; by April, only two of the target group were without this experience. Two categories tied for first place as the reasons given by the target pupils for liking to be a leader: (a) the opportunity to help the group, and (b) the "don't know - no answer" responses. This can be compared with the responses of the non-target pupils in which the personal satisfaction of the leader's role was in first place.

A comparison of target and non-target pupils on some aspects of small group work. It was anticipated that work in small groups might

¹See Questions 3, 5, and 16 from Part I and Questions 4, 5, 6, and 12 from Part II, leader's section, Pupil Questionnaire II, Appendix D.

help disruptive pupils because there would be opportunities for talking, and because inappropriate behavior would probably elicit immediate corrective feedback from the group. It was also anticipated that withdrawn pupils would find discussion with a few other pupils easier than with the total class and that immediate friendly feedback from the group would encourage increased participation. Parts of the Pupil Questionnaires and interaction data from the teachers made possible some limited comparisons between the target pupils and non-target pupils on two points.

The pupils were asked in November and again in April to name their closest friend in their small group. Over 50 per cent of all pupils were named at least once on each questionnaire. In November the target pupils were included in the "closest friend" choice in about the same percentage as other pupils (Table IX). By April, however, the position of the target pupils had changed. Only 38 per cent as compared to 53 per cent for non-target pupils were named as "closest friends" in the small group. In three out of seven classes, the target pupils reached a per cent similar to that for non-target pupils; however, in the other four classes, they were seldom included. While the different membership of the November and April groups may have had some influence here, other possible reasons for the change in the position of the target pupils in relation to non-target pupils have not been determined at this time. When data from the total project have been analyzed, a more adequate and complete answer may be available.

During the year each child was usually in a group with at least one person of his choice. On the Pupil Questionnaire II (April), each pupil was asked to choose the four pupils he would like to have in his group. The group thus named might be described as the "ideal group" of each pupil. Eighty-nine per cent of the non-target pupils were included in someone's ideal group. Eighty-one per cent of the target pupils were included in the ideal groups. Unfortunately, comparable data from the November questionnaire were not available. Consequently, it is possible to suggest only that the April data seemed somewhat contradictory. While the target pupils' positions as "best friend"

in the group was not as strong as that of the non-target pupils, they were seen as desirable group members in about the same proportion as the non-target children.

TABLE IX

NUMBER OF TARGET AND NON-TARGET PUPILS CHOSEN IN RESPONSE TO THE QUESTION:
"WHO IS YOUR CLOSEST FRIEND IN YOUR SMALL GROUP?"

PART I							
Choices Received by Non-target Pupils							
Class*	No. Receiving 0 Choices		No. Receiving 1-2 Choices		No. Receiving 3-6 Choices		
	November	April	November	April	November	April	
A	11	13	13	12	1	0	
B	8	11	18	12	0	3	
C	13	7	7	15	2	0	
D	12	13	12	9	0	2	
F	12	14	13	10	0	1	
G	7	8	17	16	0	0	
H	8	7	15	15	0	1	
TOTAL (169)	71	73	95	89	3	7	
PER CENT OF TOTAL	42%	43%	56%	53%	2%	4%	

PART II							
Choices Received by Target Pupils							
Class*	No. Receiving 0 Choices		No. Receiving 1-2 Choices		No. Receiving 3-6 Choices		
	November	April	November	April	November	April	
A	2	5	3	0	0	0	
B	1	2	5	4	0	0	
C	3	2	1	2	0	0	
D	2	2	1	1	0	0	
F	2	4	2	0	0	0	
G	0	0	1	1	0	0	
H	2	1	1	2	0	0	
TOTAL (26)	12	16	14	10	0	0	
PER CENT OF TOTAL	46%	62%	54%	38%	-	-	

*Class E omitted in both tables; teacher indicated no target children.

The interaction of the pupils in their small groups was an important focus of this study. In discussions with the pupils, the teachers emphasized the values of participation by all members of the group and of

directing comments to the group as a whole. The interaction of the target pupils tended to deviate in some degree from these standards during the initial part of the study (Table X). Some disruptive pupils tended to talk too much; the most withdrawn pupils, not enough.

During Cycle III (Table X), the over-interaction of disruptive pupils was most evident. They averaged about three more interactions-sent than the non-target pupils, and about six more than the withdrawn pupils. The disruptive group averaged about 5 more interactions-received than the non-target pupils, and about 8 more than the withdrawn students. During Cycle I and Cycle V, the interactions of the disruptive pupils were fairly close to class averages.

TABLE X
A COMPARISON OF THE NUMBER OF INTERACTIONS-SENT
AND INTERACTIONS-RECEIVED BY THE TARGET AND NON-TARGET PUPILS

Interaction Cycles	Average Interactions Sent*	Average Interactions Received**
Cycle I		
Non-target pupils*** (N= 230)	18.4	13.8
Target pupils		
Disruptive (N= 15)	18.9	12.9
Withdrawn (N= 13)	12.5	7.8
Cycle III		
Non-target pupils (N= 228)	23.5	14.5
Target pupils		
Disruptive (N= 15)	26.9	19.0
Withdrawn (N= 13)	21.0	10.6
Cycle V		
Non-target pupils (N= 225)	20.5	12.1
Target pupils		
Disruptive (N= 15)	18.3	10.1
Withdrawn (N= 13)	18.1	10.5

*All interactions sent during three five-minute periods including those sent to the group as a whole divided by the number of pupils.

**All interactions received by individuals divided by the number of pupils present during three five-minute periods.

***The number of non-target pupils is different for each cycle and from the totals used in other parts of this report because the data were based on those present when the interactions were recorded rather than

While the average interactions-sent and received by the withdrawn pupils were nearly always below the non-target and disruptive group, these pupils did move closer to the average between Cycle I and Cycles III and V. During the Cycle I, the withdrawn pupils averaged about six fewer interactions (sent and received) than the non-target pupils. This gap was reduced to about three during Cycle III and Cycle V on interactions sent.

On the average interactions-received, the withdrawn pupils were about four under the non-target pupil average in Cycle III and about two under in Cycle V. In Cycle V also, the averages of both disruptive and withdrawn pupils came quite close together for the first time. Consequently, as the target pupils had continued experiences in small group work, they were able to approximate the class averages for both interactions-sent and received.

Summary. The target pupils were quite similar to other children in their opinions and feelings about their experiences both as a member and a leader of small groups. Their generally favorable attitude was in spite of the fact that they were seldom chosen as "closest friend" by other members of their small group. The designation by each child of four others for his favorite group gave most target pupils a position in someone's group. During the closing half of the school year, the average interactions sent and received by the target pupils approached that of the class average. Thus, the data on the target pupils indicated that in two out of four aspects of small group work (feelings about the group work and inclusion in the ideal group) their experiences compared favorably with most other pupils. On the other two aspects (selection as closest friend and average number of interactions), the target children occupied a less advantageous position than the non-target pupils.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Eight teachers worked with sociometrically formed small groups as a type of classroom organization for one school year. From their work, some definite results related to the use of small groups in the classroom have emerged.

The interaction records made by the teachers indicated that four types of small groups were found in the classrooms: (a) leader directed groups; (b) balanced interaction groups; (c) those in which most of the interactions were sent to the group; and (d) the non-leader dominated group. Most small groups were of the balanced interaction type; the other types were found in some classrooms, but, on the whole, were relatively limited in number.

The classroom observations by the research team revealed that teachers developed a method of working with the small groups early in the school year and that this procedure remained essentially unchanged during the year. In the typical pattern, the teacher directed the opening and closing sections of each lesson; during the middle part of the class period, the pupils worked in small groups and the teacher moved steadily from group to group. About half of the usual school day was spent by the pupils in small group work.

Both the teachers and pupils indicated through their questionnaire responses that they liked the use of small groups in the classroom. Assistance with academic work and help in social and emotional development were the most important reasons for their positive responses. The pupils who worked as group leaders reported that they found personal satisfaction in the role and enjoyed helping other pupils.

Areas of stress came from the attempts of both pupils and teachers to learn the interpersonal skills which the close relationships in small groups require. The negative comments were usually about noise, too much talking, and similar matters. The criticisms were realistic and did not indicate undue difficulties and discouragement.

The target pupils (mildly and moderately disturbed children) expressed positive views about their experience. In some aspects of small group work (interaction patterns and selection as "closest friend") their position in the groups seemed less favorable than the non-target pupils. However, these pupils were included in the "ideal group" almost as frequently as the other children in their classes.

In general, the descriptive data pointed to three positive results: the predominance of the balanced interaction type of small group; the favorable responses of the teachers and pupils; and some constructive developments with the target children. Other results were of a more doubtful or negative nature: criticisms of the group operation by the participants; the possible rigidity of the typical teaching pattern; and some questionable trends in the group relationships of the target pupils. On the whole, the training of the teacher as a director of small groups and the use of sociometrically formed small groups in the classroom produced enough positive results to encourage the continued use of this training approach. At the same time, the results suggest that certain aspects of the teacher's training and of the teacher's implementation with the pupils may need re-examination and modification.

APPENDICES

QUESTIONNAIRES — The Use of Small Groups in the Classroom

- A. Teacher Questionnaire I — November, 1963
- B. Teacher Questionnaire II — April, 1964
- C. Pupil Questionnaire I — November, 1963
- D. Pupil Questionnaire II — April, 1964

FORMS

- E-1. Small Group Interaction Pattern
 - 2. Interaction Analysis: Weekly Summary
 - 3. Interaction Analysis: Complete Summary by Groups
 - 4. Interaction Sociogram
 - 5. My Group Today

APPENDIX A
THE USE OF SMALL GROUPS IN THE CLASSROOM
Teacher Questionnaire I — November, 1963

Directions: Please give as complete answers to the following questions as time permits. The children will have one hour for their questionnaire; it would be appreciated if you could complete this form during the same period and return it to the staff member.

I. The present situation of small groups in your classroom

A. Number of groups _____

B. Composition of groups: (number)

Boys Girls

Group I.....

Group II.....

Group III.....

Group IV.....

Group V.....

Group VI.....

Group VII.....

C. How were these groups organized? _____

D. How long have these groups been in operation? _____

E. What is the anticipated duration of these groups? _____

II. The record of small groups in your classroom this year

A. Since the initial organization of small groups, how many major re-organizations of groups have you had this year?

B. Approximately when did each reorganization occur?

C. What was the reason for each re-organization?

- D. How have you used the traditional (straight row) seating since the first organization of groups in your classroom?

III. The sociogram and the four interaction forms

- A. How often have you used the sociogram this year?

- B. What information did the sociogram give you which you did not already have about your students? (Be as specific as possible.)

- C. How often have you recorded the weekly interaction pattern for each group?

- D. How often have you summarized such data on the other appropriate forms and used these data with your class for discussion purposes?

- E. What information did these forms give you about the small groups in your classroom which you did not already have?

IV. List each curriculum area in which you have used small groups. Describe briefly the actual procedure followed by the groups in each area.

- A.

- B.

- C.

V. The small group and the disruptive child.

- A. Name the most disruptive child in your class and describe his typical behavior pattern.

- B. Describe the relationship of this student with his small group as completely as your observation will permit.

VI. The small group and the withdrawn child

- A. Name the most withdrawn child in your class and describe his typical behavior pattern.

- B. Describe the relationship of this student with his small group as completely as your observation will permit.

VII. The small group and the influential student

- A. Name the most popular and/or influential student in your class and describe his typical behavior pattern.

- B. Describe the relationship of this student with his small group as completely as your observation will permit.

VIII. The teacher and small groups

- A. Describe the usual way in which you conduct your class when the students are working in small groups.

- B. Describe your usual procedure with the small groups which are working well together.

- C. Describe your usual procedure with the small groups which are not working well together.

- D. For you as a teacher, what is the most valuable feature of small groups?

E. For you as a teacher, what is the most difficult feature of small groups?

F. What are some possible directions you anticipate for your small groups during the second half of this year?

G. What do you feel is the most important information or help a teacher needs before beginning small group work in her class?

H. If your work with small groups has changed your relationship (as compared to last year) with any of the individuals or groups listed below, please describe this "changed" relationship briefly.

Other faculty members _____

The principal _____

Parents _____

IX. Your suggestions for additional total group meetings concerned with small groups are welcomed as well as any other comments or questions which you might have in this area.

X. If you have any special plan for working with your leaders, please describe it.

Thank you very much for your assistance and for the information which you have contributed to the small group research project.

APPENDIX B

THE USE OF SMALL GROUPS IN THE CLASSROOM

Teacher Questionnaire II — April, 1964

Directions: Please answer the following questions as completely as your experience permits. Mail the completed questionnaire in the accompanying envelope during the next week, if possible.

The history of small groups in your classroom this year

1. What has been the usual number of small groups in your class?

2. What has been the usual way in which you have organized the small groups?

3. If you have tried several ways of organizing small groups, which way has worked the best? Why?

4. About how many major re-organizations of small groups have you had this year?

5. What were the reasons for these re-organizations?

6. What is the usual composition of small groups in your class? (all boy, all girl, etc.)

7. Think of a typical school day in answering these questions.

(a) During what percentage of the school day were the students seated in small groups?

(b) During what percentage of the school day did the students work with others in their small groups?

The small group and the student

8. What do you think is the feeling of the majority of pupils in your class toward small groups?

9. (a) On the first questionnaire, you named _____
_____ as the most disruptive student in your class. If he
is still a member of the class, describe his usual behavior in the small
group. _____

(b) If the student named in (a) has left your class, name the
student who is now the most disruptive and describe his usual behavior
in the small group. _____

10. (a) On the first questionnaire, you named _____
_____ as the most withdrawn student in your class.
If he is still a member of the class, describe his usual behavior in the
small group. _____

(b) If the student named in (a) has left your class, name the
student who is now the most withdrawn and describe his usual behavior in
the small group. _____

11. (a) On the first questionnaire, you named _____
_____ as the most influential and/or popular stu-
dent in your class. If he is still a member of the class, describe his
usual behavior in the small group. _____

(b) If the student named in (a) has left your class, name the student who is now the most influential and/or popular student in your class and describe his usual behavior in the small group. _____

The teacher and the small group

12. Describe the usual way in which you conduct your class when the students are working in small groups. _____

13. Describe your usual procedure with the small groups which are working well together. _____

14. Describe your usual procedure with the small groups which are not working well together. _____

15. If you had any special plan for working with your leaders, please describe it. _____

16. For you as a teacher, what were some of the most valuable features of small group organization (if any)? _____

17. For you as a teacher, what were some of the most difficult features of small group organization (if any)? _____

18. Your personal feelings about this type of classroom organization as well as any other comments, suggestions, and criticisms about the small group emphasis in YDP are cordially invited. _____

Thank you very much for your assistance and for the information which you have contributed to the small group research effort.

APPENDIX C

THE USE OF SMALL GROUPS IN THE CLASSROOM

Pupil Questionnaire I — November, 1963

Directions: Read the question on this sheet. Put your answer on the answer sheet that is given you. DO NOT write on this sheet. Do not spend too much time on any one question. All the answers to the questions should be your own, so do not work with any one in your group. If you have a question, ask the person that is giving the questionnaire. All the answers are confidential and no one will be told what you write. Please answer the question in exactly the way you feel about it.

FOR ALL STUDENTS TO ANSWER

1. What is the number of your group? (For example: group 1 or group 2)
2. Does your group have a name?
3. How many members in your group?
4. How many groups are in the room?
5. How many groups have you been a member of this year?
6. Do you think that groups are too noisy?
7. Do you talk to all members in your group?
8. Do you have a chance to talk as much as you want to in your group?
9. Who talks too little in your group?
10. Who talks too much in your group?
11. Name the members in your group. (Give the first and last names; spelling does not count.)
12. What subject do you like best in your group work?
13. What subject do you like the least in your group work?
14. Do you think that groups should be changed frequently? (If your answer is no, you will need to leave out number 15.)
15. If so, how often do you think groups should be changed?

READ NUMBERS 16, 17, and 18 FIRST, THEN GIVE YOUR ANSWERS.

16. Does your class stay in groups all of the time?
17. Does your class stay in groups some of the time?
18. Does your class stay in groups little of the time?
19. Who in your group do you think is improving the most?
20. Who in your group do you think is improving the least?

21. How do you think groups have helped you?
22. Are you the leader of your group?
23. Would you like to be the leader of a group? (Leaders of groups should skip this question.)
24. How can your group be improved?
25. Do you think your class likes groups or rows better?

READ NUMBERS 26, 27, and 28 FIRST; THEN GIVE YOUR ANSWERS.

26. Do you like a group of all boys?
27. Do you like a group of all girls?
28. Do you like a group of both girls and boys?
29. Do you think that groups get very much work done?
30. Have you had any real trouble in your group?

READ NUMBERS 31 and 32 FIRST; THEN GIVE YOUR ANSWER.

31. Have you ever wanted to leave your group?
32. For what reason?
33. Who put the other members in your group?

READ NUMBERS 34 and 35 FIRST; THEN GIVE YOUR ANSWER.

34. Have you learned to like some people in your group that you thought you wouldn't?
35. Who?

READ NUMBERS 36 and 37 FIRST; THEN GIVE YOUR ANSWERS.

36. Are there some people in your group that you don't like now that you know them?
37. Who?

READ NUMBERS 38 and 39 FIRST; THEN GIVE YOUR ANSWERS.

38. Are groups sometimes unfair?
39. How?
40. Do you think it is always necessary to talk in a group?
41. Do groups make this room better than last year?
42. Are you proud of your room?
43. Do boys and girls from other rooms ask you what is happening in your room?
44. Do groups make you like school better?

READ NUMBERS 45 and 46 FIRST; THEN GIVE YOUR ANSWERS.

45. Does the group give you help in your studies?

46. How?

READ NUMBERS 47, 48 and 49 FIRST; THEN GIVE YOUR ANSWERS.

47. Has your group made any of its members leave the group?

48. For a short time?

49. For a long time?

50. Do you feel that you are learning more this year because of groups?

READ NUMBERS 51 and 52 FIRST; THEN GIVE YOUR ANSWERS.

51. Do people in your groups sometimes talk to others and not to you?

52. If so, why?

READ NUMBERS 53, 54, and 55 FIRST; THEN GIVE YOUR ANSWERS.

53. Do you think you are a good student?

54. Do you think you are an average student?

55. Do you think you are a below average student?

READ NUMBERS 56, 57, and 58 FIRST; THEN GIVE YOUR ANSWERS.

56. Are most of the students in your group good students?

57. Are most of the students in your group average students?

58. Are most of the students in your group below average students?

59. Who is your closest friend in your group?

60. Who is your closest friend in the room?

READ NUMBERS 61 and 62 FIRST; THEN GIVE YOUR ANSWERS.

61. Does your teacher visit your group more than others in the room?

62. Does your teacher visit your group less than others in the room?

READ NUMBERS 63 and 64 FIRST; THEN GIVE YOUR ANSWER.

63. Does your group act in a different way when your teacher is watching it?

64. If so, how?

TURN TO PAGE 4 ON THE ANSWER SHEET

READ NUMBERS 65 and 66 FIRST; THEN GIVE YOUR ANSWER.

65. Does your group act in a different way when Dr. Meehan or Mr. Schusler is watching it?

66. If so, how?

67. Does the Art teacher like groups?
68. Does the Music teacher like groups?
69. Do you think your teacher likes groups?
70. Does your teacher tell you to quiet down in your group very often?
71. What does interaction mean? (If you don't know, write D.K.)
72. What does isolate mean? (If you don't know, write D.K.)
73. Does your leader act like a teacher?
74. Does your leader ask questions most of the time?

FOR LEADERS OF GROUPS ONLY TO ANSWER.

75. Have you been a leader all year?
76. Why do you like to be a leader?
77. Why don't you like to be a leader?
78. How did you get to be a leader?
79. Do you think your group should be smaller?
80. Do you think your group should be larger?
81. What size group would you like to be in?

TURN YOUR ANSWER SHEET TO PAGE FIVE.

82. What is the most difficult problem that you have in working with your group?
83. Do you like discussion better than quiet study in your group?
84. Do you like quiet study better than discussion in your group?
85. What would you recommend doing with a student in your group that won't cooperate?
86. What person in your group gives you the most trouble?
87. What person in your group gives you the least trouble?

READ NUMBERS 88, 89, 90 and 91 FIRST; THEN GIVE YOUR ANSWERS.

88. Have you ever asked the teacher to take a person out of your group?
89. Why?
90. Was this done?
91. Why?
92. Do you think that you have too much responsibility in your group?

READ NUMBERS 93 and 94 FIRST; AND THEN GIVE YOUR ANSWERS.

93. Does your teacher have leader meetings?

94. If so, when?

READ NUMBERS 95 and 96 FIRST; THEN GIVE YOUR ANSWERS.

95. Does your teacher plan to change leaders?

96. If so, how often?

97. Does your teacher ever say that your group is the best in the room?

98. Does your teacher ever say that your group is the worst in the room?

READ NUMBERS 99 and 100 FIRST; THEN GIVE YOUR ANSWERS.

99. Do you think that the teacher should give you more help with your group?

100. If so, how?

101. What are some things that happen in your group that the teacher doesn't know about?

APPENDIX D
THE USE OF SMALL GROUPS IN THE CLASSROOM
Pupil Questionnaire II -- April, 1964

PART I

Name _____ Boy _____ Girl _____
Teacher _____ Date _____

Directions: Please give your personal opinion or feeling in answering the following questions. There are no right or wrong answers, and you will not be graded on this questionnaire. No one in your school will see your paper.

1. Your group number _____. The name of the leader of your group _____

2. If your class has some rules or standards for working in small groups, list as many of these rules as you can remember.

3. In what ways, if any, do you think working in small groups has helped you this year?

4. If you have had any real trouble in your group, write a few sentences telling how your group worked it out.

5. If you have ever wanted to leave your group, what caused you to feel this way?

6. How does your group handle someone who is causing trouble in the group?

7. Check the grade which you would give to your group: Excellent ____;
good ____; average ____; poor ____; terrible ____.

8. If you have learned to like someone in your small group whom you thought you wouldn't like, name this person and tell why you changed your feeling about him (or her).

9. If you now dislike someone in your small group whom you thought you would like, name this person and tell why you changed your feeling about him (or her).

10. Who is your closest friend in your small group?

11. Who is your closest friend in your room?

12. Describe the usual way in which your teacher works with your group.

13. Describe the usual way in which your leader works with your group. (If you are now a leader, describe your own work.)

14. About how many people in your group talk too much? ____ About how many people in your group talk too little? ____ About how many people in your group talk a reasonable amount? ____ How would you rate your own talking in the group? ____

15. List the names of 4 classmates you would like to have in your small group. By each name, tell why you want this person in your group.

1.		
2.		
3.		
4.		

16. Would you like to work in small groups next year?

Yes ____

No ____

Don't know ____

Thank you for your help on Part I. If you are now a leader or have been a leader at any time this year, please answer Part II.

PART II

For pupils who are now the leaders of their groups or have been a leader at any time this year.

1. Are you now the leader of your group? Yes_____ No_____
2. How many different groups have you been the leader of this year?_____
3. About how long does a person remain as a group leader in your class? _____
4. How did you become a leader?_____
5. What are some things you like about being a leader?

6. What are some things you do not like about being a leader?

7. Does your teacher have leader meetings? Yes_____ No_____
If you do have such meetings, describe how they are carried on.

8. In what ways, if any, has your teacher helped you with your group?

9. Name the person who has caused you the most difficulty while you were a group leader

Describe his (or her) behavior_____
10. Name the person who gave you the most help while you were a group leader.

Describe his (or her) behavior_____
11. How would you handle a member of your group who causes serious trouble?

12. In what ways, if any, do you think your experience as a leader will help you in seventh grade?

APPENDIX E-1

SMALL GROUP INTERACTION PATTERN

GROUP NO. _____ LEADER _____ DATE _____
TOPIC _____ TIME _____

NAME																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					
TOTAL																					
OBSERVER'S COMMENTS																GROUP TOTAL					

APPENDIX E-2

INTERACTION ANALYSIS: WEEKLY SUMMARY

[illegible]

Interaction Analysis: Weekly Summary (continued)

		1	2	3	4	5	6	7	8	9	10
	Date _____ Time _____ Topic _____									Group	Total
Third week***	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8								X		
	9 Group									X	
	10 Total										

Teacher's Comments:
*First week:
**Second week:
***Third week:

APPENDIX E-3

INTERACTION ANALYSIS: COMPLETE SUMMARY BY GROUPS

	1	2	3	4
Group _____				
Date _____				
	1st Week	2nd Week	3rd Week	TOTAL
1				
2				
3				
4				
5				
6				
1st Week				
2nd Week				
3rd Week				
TOTAL				

	1	2	3	4
Group _____				
Date _____				
	1st Week	2nd Week	3rd Week	TOTAL
1				
2				
3				
4				
5				
6				
1st Week				
2nd Week				
3rd Week				
TOTAL				

	1	2	3	4
Group _____				
Date _____				
	1st Week	2nd Week	3rd Week	TOTAL
1				
2				
3				
4				
5				
6				
1st Week				
2nd Week				
3rd Week				
TOTAL				

	1	2	3	4
Group _____				
Date _____				
	1st Week	2nd Week	3rd Week	TOTAL
1				
2				
3				
4				
5				
6				
1st Week				
2nd Week				
3rd Week				
TOTAL				

Interaction Analysis: Complete Summary by Groups (continued)

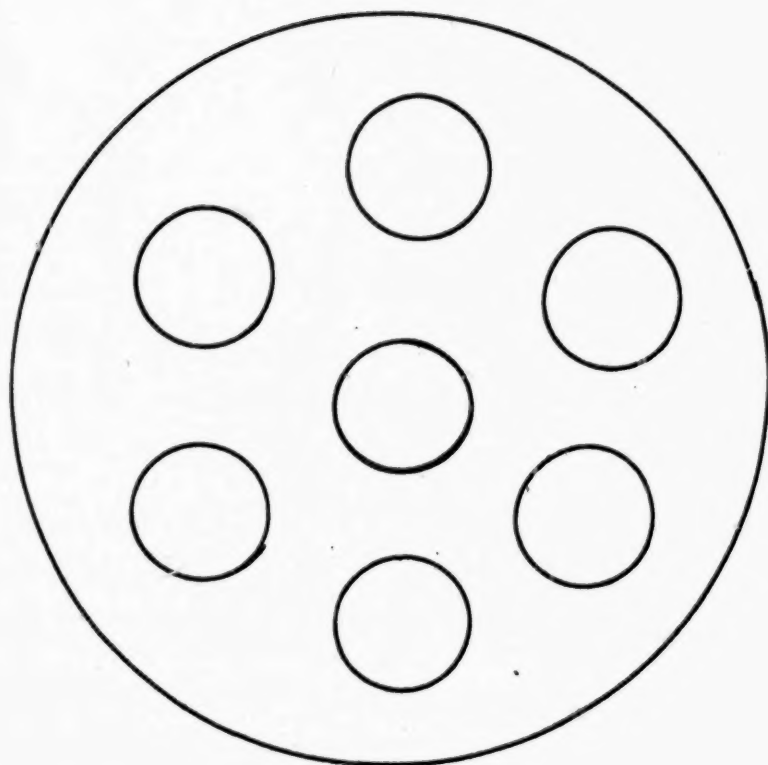
		1	2	3	4
Group _____		1st Week	2nd Week	3rd Week	TOTAL
Date _____					
1					
2					
3					
4					
5					
6					
1st Week					
2nd Week					
3rd Week					
TOTAL					

		1	2	3	4
Group _____					
Date _____					
		1st Week	2nd Week	3rd Week	TOTAL
1					
2					
3					
4					
5					
6					
1st Week					
2nd Week					
3rd Week					
TOTAL					

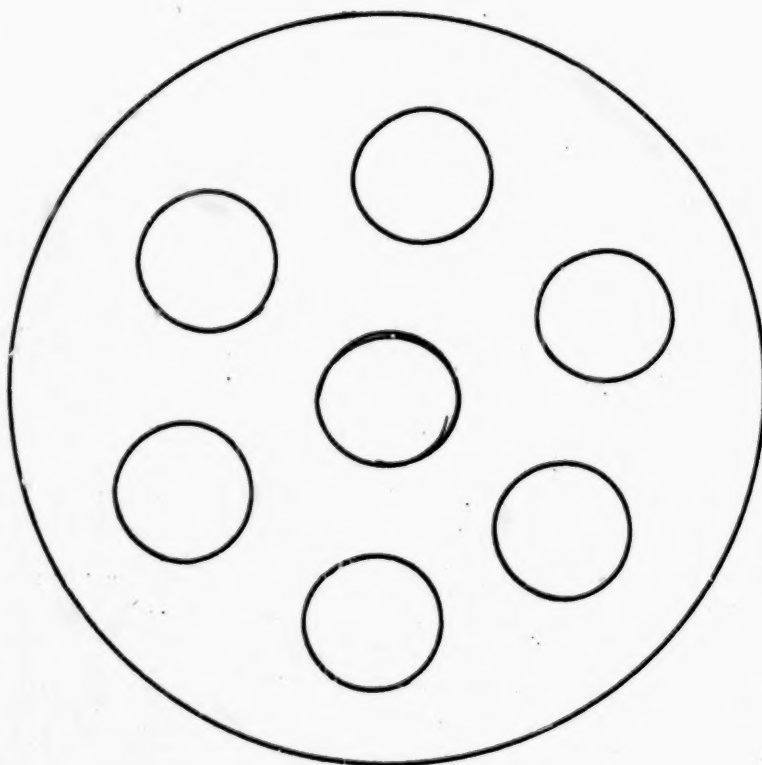
TEACHER'S ANALYSIS AND INTERPRETATION: _____

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

APPENDIX E-4
INTERACTION SOCIOGRAM



A.



B.

EXPLANATION:

1. Sociogram A represents the pattern of the high interactor.
2. Sociogram B represents the pattern of the low interactor.
3. The largest circle represents the group.
4. The largest number of circles with the same size represents the members.
5. The small circle in the middle represents the high or low interactor.
6. Arrows ($\longrightarrow$) are used to show the direction of interaction.
7. Numbers show the number of interactions sent or received.

TEACHER'S COMMENTS:

A. _____

B. _____

Picture _____ (1,2,3)

Words _____ (O, E)

APPENDIX E-5

MY GROUP TODAY

Group _____ Date _____

If you wish, add your name _____

1. Which picture best shows how your group went today?
(Check under one picture.)



Ugh!

1. _____



Ok.

2. _____



Wow!

3. _____

2. Which words best describe how your group went today?
(Check by the words you choose.)

_____ 1. Quiet

_____ 2. Lazy

_____ 3. Happy

_____ 4. Noisy

_____ 5. Sharing

_____ 6. Copying

_____ 7. Nice

_____ 8. Silly

_____ 9. Serious

_____ 10. Mad

_____ 11. Working

_____ 12. Bossy

_____ 13. Thinking

_____ 14. Bad

_____ 15. Playing